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ABSTRACT

Initiating a planning effort in school districts requires attention to the mechanics of its adoption as well as the communication of planning concepts. Such a system has been developed by the Administering for Change Program of Research for Better Schools, Inc. This package emphasizes involvement of teachers and administrators through semi-structured tasks in any curriculum area of the district's choice. A self-instructional version of this system is being field tested by the Neshaminy School District, Langhorne, Pennsylvania. Field test data indicate to both users and developers that this process of initiating curriculum level planning is viable and has valuable spinoff benefit to the district. (Author)

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INITIATING DISTRICT-WIDE CURRICULUM PLANNING

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ABSTRACT

Initiating a planning effort in school districts requires attention to the mechanics of its adoption as well as the communication of planning concepts. Such a system has been developed by the Administering for Change Program of RBS. This package emphasizes involvement of teachers and administrators through semi-structured tasks in any curriculum area of the district's choice. A self-instructional version of this system is being field tested by the Neshaminy School District.

Field test data indicate to both users and developers that this process of initiating curriculum level planning is viable and has valuable spin-off benefit to the district.

INTRODUCTION

The need for planning in education is not a highly disputed point. Wasteful imbalances within the educational system must be reduced. The pressures caused by costs rising faster than revenues require that available resources be allocated more judiciously and effectively. While costs increase so do demands for better education and more alternatives in education. The complexity of our times has forced every segment of business, defense, and industry to develop methods of collecting information for decision-making. The Office of Education, recognizing the need for local school district planning, has delineated this need in their Renewal Center strategy. Planning was also included in the list of needs compiled in the annual AASA Superintendency Survey. Thus, the need for planning is apparent. The difficulty lies in the lack of availability of feasible planning systems to school districts.

The Comprehensive Planning Component of the Administering for Change Program of Research for Better Schools, Inc. has been involved for the past two years in a joint venture with the Neshaminy School District of Pennsylvania to field test instructional materials designed to initiate district-wide curriculum planning in the district. This two year involvement was the culmination of a five-year developmental process.

The objective of this total effort was to develop a means by which school districts could introduce and maintain a planning capability. The intent was to have it self-sustaining. Thus, it was necessary to design a mechanism that could withstand the changes of individual staff and which

did not rely on the availability, personality and competencies of individuals (consultants) outside the district staff.

As a result, the instructional material was designed to emphasize the process of planning, so that district personnel would develop practical experience and expertise in carrying out the various activities involved in curriculum planning. See Appendix A for a list of instructional objectives for the materials. Furthermore, participation of district personnel was to be broad-based, including many individuals who:

1. have significant information to contribute,
2. have a stake in the decisions made, and
3. are necessary for the planning effort to actually be implemented.

These individuals would include teachers across all grade levels, principals, and district-wide curriculum specialists. This broad-based participation was necessary not only for durability of the planning capability, but also for effectiveness in implementing change.

The material was to reflect a practical set of planned activities. Thus, it was clear that the developmental team must work closely with school district staffs to determine the feasibility of various activities with respect to district constraints of time, cost, and performance potential.

The final major consideration related to getting the planning effort off the ground. In order to initiate any new set of activities in an effective manner, a single individual should be assigned the organizational and directional responsibilities. This individual is referred to as the Project Manager.

THE PLANNING PROCESS

A General Description

When the comprehensive planning process is initiated in a district, the process starts with the development of a set of district wide curriculum related objectives within any specified curriculum area. These are called planning objectives and are developed by a planning group for the district. Then, performance indicators, tests which measure how well these planning objectives have been achieved, are developed and used by teachers in their classrooms.

To insure confidentiality of information, data from an individual teacher's class are given only to the teacher involved. When data gathered from different classrooms and different teachers is given to a principal, the information is pooled in such a way that information on a specific classroom or teacher is not identifiable. Planning for decision-making purposes at the building level is quite different from planning for instructional purposes at the classroom level. The principal can study information from all classrooms and teachers in his school and analyze it in an attempt to identify overall patterns.

Principals examine patterns of strengths and weaknesses in the educational programs within their buildings. By assessing the information supplied by his teachers, a principal, in collaboration with the teachers, is able to prepare a plan for change. This plan will include information on pupil performance as well as estimated expenditures related to the changes proposed.

At the central office level, the administrative staff should review the recommendations from the principals, prepare a district plan for change which encompasses the building-level proposals, and structure whatever support is necessary for the implementation of the changes approved.

The process summarized above provides a mechanism directed at the improvement of educational programs by focusing on classroom accomplishments and difficulties rather than individual student success. The implementation of this planning effort, which includes direct and extensive teacher involvement, helps school personnel to develop an information base that enables them to view district activities in terms of objectives common to many district programs. The district staff is able to create, share, and utilize a common information base to assess the current effectiveness of district programs. The process allows the entire participating staff to become familiar with planning skills as they relate to their everyday activities. They develop specific skills in the development and use of planning objectives and indicators of performance. The information obtained can be used as a base for decisions related to modification of the educational process.

The teachers may evaluate their own efforts in the classroom so they can assess the quality of the pupil-teacher-curriculum interaction.

A Scenario

The following describes activities that could occur in a school district.

Situation:

> A three-year plan was developed for the installation of a comprehensive planning system in the school district. Initially, the plan called for the creation of several planning groups to work in curriculum areas such as reading, mathematics, and social

studies. Work in each area included all levels from early childhood education through senior high school. The initial planning groups included approximately eighty-six teachers and sixteen building level administrators from various schools in the district. By the end of the school year, each planning group had participated in an in-service program. This in-service program was related to the preparation of a set of planning objectives and performance indicators for each of the curriculum areas involved. During the summer, new groups, which included some of the people from the planning groups, developed performance indicators and prepared Teachers' Manuals.

In September, teachers who had not participated in the development of the instruments but who wished to participate in the planning process were identified.

Implementation of this project involved the following activities:

1. Teachers administered pre-performance indicators to their students.

2. The pre-indicators were scored and the processed information returned to individual teachers.

3. Teachers completed class lists and sent them through their building planning coordinators to the data processing center.

4. Six months later, teachers administered post-indicators to their students.

5. The post-indicators were scored and the processed information returned to the individual teachers and principals.

6. On the basis of the information received, teachers made curriculum related recommendations to the building planning coordinators.

7. The building planning coordinators prepared lists of recommendations for the principals.

8. Each principal prepared a report for his building, including a budget request for each curriculum area involved.

9. The Project Manager received building recommendations for change from the principals and submitted district level recommendations for change to the superintendent.

10. The superintendent reviewed the district-level recommendations with the Project Manager and the principals.

11. The superintendent prepared and submitted a revised school district program plan and budget to the school board.

12. The school board decided on the plan and the budget.

During the second summer, a group of teachers revised the performance indicators to make needed improvements.

During the second school year of the program, more teachers decided to take part in the program; therefore, the in-service programs were broadened to accommodate the additional teachers.

District Commitment and Responsibilities

The commitment of top level administrators of the district to the basic intentions and strategies of the comprehensive planning system should not be underemphasized. Recognition of the importance of this aspect resulted in the development by RBS of a set of criteria that should be met by the district before deciding to implement this process. These considerations are presented in Appendix B: A School District's Criteria for Initiating this Comprehensive Planning Approach.

Probably the most important of these strategies is that of broad-based participation. It must be emphasized that people who are involved in any change and are required to implement it should have an opportunity and the responsibility to have input in the decision-making process of change.

Also of great importance is the strategy of having a Project Manager, a single individual to take the responsibility for coordinating the entire

planning effort. Without this monitoring, organizing and coordinating function being fulfilled, no new effort can have a positive prognosis. The Project Manager is responsible for the management[1] of a project[2] to insure that the specified end state or capability is reached within the time, cost, and performance specifications of that project. The person having this responsibility could be a teacher, a principal, a curriculum specialist, or an assistant superintendent, depending on the size and scope of the district operations.

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[1]Management involves four major functions:

1. activity planning
2. organizing people to perform the activities
3. motivating people to coordinate their efforts
4. controlling the process and the performance of the project so that it progresses toward its desired end state.

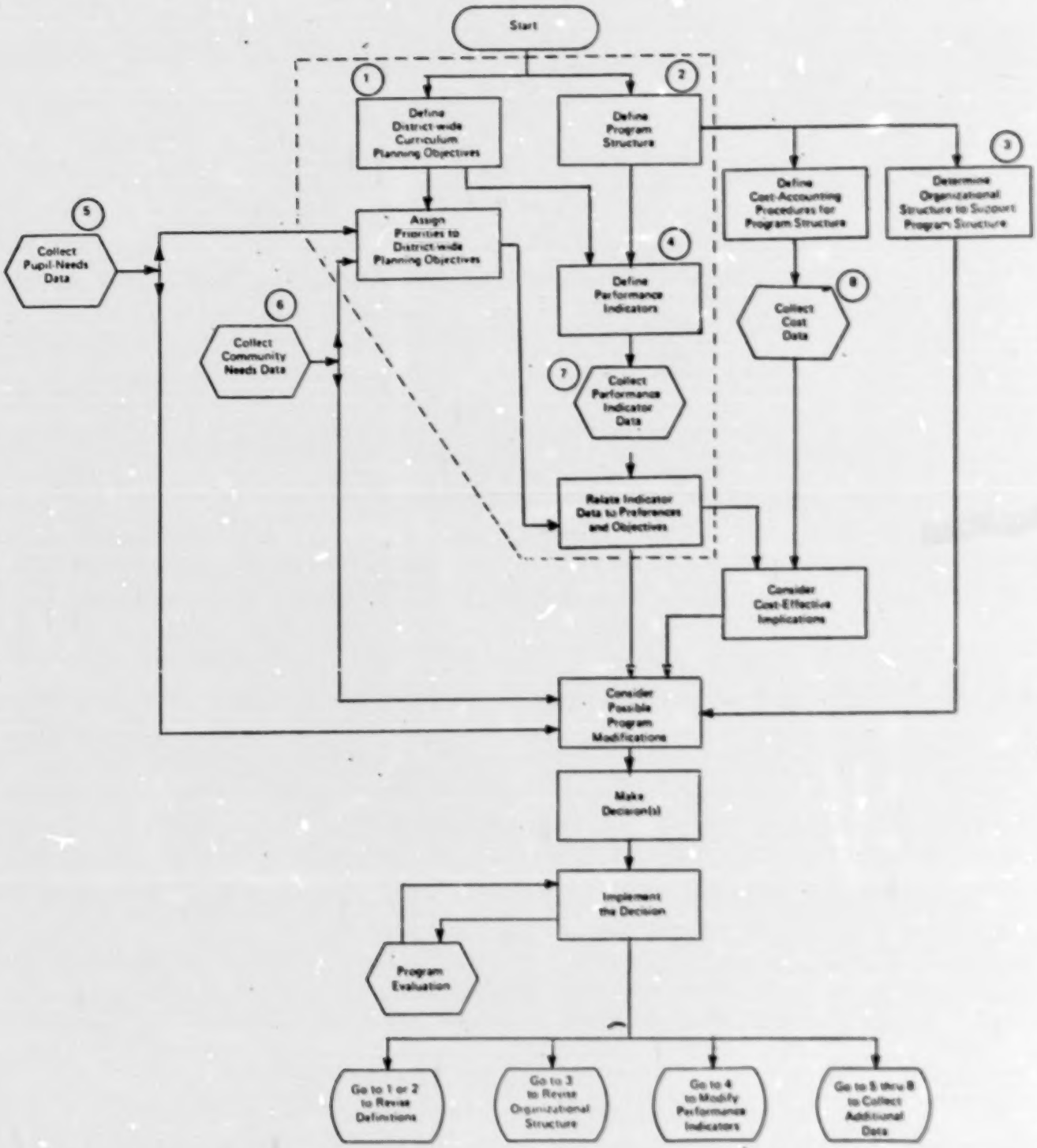
[2]A project is defined as having a specified goal, starting and completion dates, a definite budget, and a stated acceptable level of performance.

CURRICULUM PLANNING IN PERSPECTIVE

The following flow chart has been included to depict the relationships among various aspects of the curriculum planning process. The intent is to emphasize the initiation of a planning effort, while at the same time not losing sight of other activities that could and should occur.

The boxes bounded by the dashes in the diagram contain all the steps encompassed in initiating a planning effort. The definition of curriculum planning objectives, the definition of the program structure, and the assignment of priorities are the responsibilities of the planning group of teachers and central office administrators. The boxes representing data collection activities may be recognized by their curved corners.

Each vertical column represents a different area of information. The first column from the right of box number 2 involves financial concerns. Program Planning and Budgetary Systems which have been implemented in schools have traditionally started with finance but administrators have been unable to widen the sphere of influence to extend to support and enhance changes in the classroom. Some approaches to planning have belabored the goals and objectives until they were a refined set of labels that were no more effective in improving schools than the finance and budgetary procedures mentioned above. The comprehensive planning approach to initiating planning in the district does not neglect the need for the above considerations, but it does give them relatively less weight--especially in the initial undertakings. Budgetary needs are refined in successive cycles of the planning process. The important thing is to get the impact of the planning process into the classroom where it can be of most help to the



A COMPREHENSIVE PLANNING MODEL FOR CURRICULUM CHANGE

instructional staff. As the planning capability grows in the district, procedures may be modified, instruments updated, and additional sources of information added.

About two thirds of the way down the flow chart there is a box entitled "Consider Possible Program Modification." Five arrows are directed toward this box. This is where the data from all sources must be synthesized and integrated into a decision to modify existing programs, replace them with others, or leave them intact. Until this point, many individuals representing a variety of groups have made contributions. The decision-making authorities of the district must make the final determination. This may be considered the end of the planning process in the sense that activities would now turn toward implementing any change decisions. However, as the bottom row of boxes across the flow chart indicates, the planning process has a dynamic cyclical nature and can, at no time, be considered finished.

THE NESHAMINY EFFORT

In the following sections, a detailed review of the initiating effort of the Neshaminy School District, including the effects of the planning effort to date and the extent to which the objectives of this approach were met, is presented. It has been organized into the following five sections:

-Neshaminy and RBS--Time of Involvement

-Initial use of Instructional Material--Summary of Findings

-Attitudes and Motivation of District Planning and Classroom Staff

-Growth figures

-Findings and Results to Date at the District, Building, and Teacher Levels.

Neshaminy and RBS--Time of Involvement

Prior to the involvement of Neshaminy School District with RBS, some of the basic concepts of the comprehensive planning process had been outlined in a doctoral dissertation.* The procedures for initiating a planning process had developed in conjunction with two school districts, involving much personal contact by RBS staff. The instructional material had been written based on these first hand experiences and had undergone technical reviews by various districts' staffs. The critical test was to determine the extent to which this could be used in a school district without reliance upon individuals external to the school district.

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*Temkin, Sanford. A Cost-Effectiveness Evaluation Approach to Improving Resource Allocations for School Systems. Philadelphia: Research for Better Schools, Inc., January, 1970.

A district willing to be involved in an experimental program and who could fulfill the criteria listed in Appendix B was sought. Neshaminy School District* expressed interest in this venture. A copy of the Letter of Intent between RBS and Neshaminy is attached in Appendix D.

During the first year, Neshaminy School District initiated curriculum planning in the area of mathematics. As was mentioned, an attempt was made to keep contact between RBS and the district to a minimum. A detailed list of every verbal communication between Neshaminy and RBS was kept, recording the type of contact, purpose, and who was involved. These records were kept until the initial training had been completed, performance indicators had been developed, and the district was in the process of using the performance indicators developed by their staff. As can be seen from Table I, less than 7 hours of verbal communication took place over 6+ months. Over a third of the time was related to introducing the proposal and discussing the interest in pursuing this type of endeavor. One third of the time was collecting feedback as to the success, or lack thereof, of using this approach to planning. Thus, less than 2 1/2 hours was actually required in terms of providing information not included in the materials and resolving difficulties which occurred. In actuality most of this time was spent correcting flaws in instructional exercises, which had been discovered by the Neshaminy staff.

Approximately 8 communications occurred between October and June, and all related to data processing techniques. RBS was serving as middleman between the Neshaminy and the computer faciliities. The purpose of this was to

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*See Appendix C: District Profile, for a brief description.

TABLE I. VERBAL COMMUNICATION BETWEEN NESHAMINY SCHOOL DISTRICT AND RESEARCH FOR BETTER SCHOOLS

DATE	TYPE OF CONTACT	PEOPLE	PURPOSE	ELAPSE OF TIME
April 7, 1972	Meeting (Neshaminy)	B. Thompson (RBS) M. Marvin (RBS) J. Ferderbar (Asst. Supt.) I. Shaken (Principal)	To introduce Comprehensive Planning and determine if Neshaminy interested in a joint agreement to field test materials.	1 1/2 hours
April 28	Meeting (Neshaminy)	M. Marvin (RBS) F. Stewart (Math. Coor.)*	General Introduction to Comprehensive Planning and deliver set of materials.	1 hour
June 16	Meeting (Neshaminy)	M. Marvin (RBS) H. Demby (RBS) F. Stewart (Math. Coor.) Math Curriculum Advisory Committee (13 people)	Affirm RBS support to staff.	20 minutes
June 20	Telephone	F. Stewart to M. Marvin	Question about "Budget" information in Basic Skills and Concepts Module.	30 minutes
June 20	Telephone	F. Stewart to H. Demby and H. Lin (RBS)	Questions from module about exercises in Unit 3 and 5.	30 minutes
July 20	Meeting (Phila.)	M. Marvin (RBS) H. Demby (RBS) H. Lin (RBS) F. Stewart (Math. Coor.)	General summation of planning activities to date and development activities debriefing.	2 hours
September 12	Telephone	F. Stewart to H. Demby	Oral evaluation of Project Manager's Handbook.	20 minutes
September 22	Telephone	F. Stewart to H. Demby	General questions about data processing procedures of	20 minutes
			TOTAL	6 1/2 hours

*Selected by the district to act as Project Manager of the planning effort.

maintain a quality control check on the computer programs being developed. Two visits to Neshaminy by RBS staff occurred early in the second year as the district was starting to expand its planning capability into the language arts area. There were no longer any financial ties (See Letter of Intent in Appendix D) and Neshaminy was dealing directly with the computer processing facility. Thus with less than 3 days of verbal communication between the staff of the Neshaminy School District and Research for Better Schools over a 2-year period, Neshaminy had successfully initiated a planning effort in their district and expanded it to involve 300 staff members in 14 buildings in two content areas.

Initial Use of Instructional Material--Summary of Findings

Members of the Neshaminy Mathematics Curriculum Advisory Committee, a standing committee under the direction of Fred Stewart, District Math and Science Coordinator, met to initiate a comprehensive planning system in the district and to evaluate the instructional materials developed by Research for Better Schools. There were thirteen teachers and two principals present at the two sessions which were held in June and August of 1972.

At the end of June, the committee met for one full day and the following five afternoons during which time they completed the Basic Skills and Concepts manual. This manual was a revision of material which had been pilot-tested earlier.

In mid-August the committee again met for two weeks to construct performance indicators using the Beginning Implementation manual as a guiding document.

The Basic Skills and Concepts manual was found to be understandable, but members of the panel did not fully grasp the concepts which were presented until they had completed all 5 units. An overview of the module would have helped to reduce some of the uncertainty which existed due to the sequential nature of the 5 units.

Overall understandability and clarity of Units 1, 2, and 4 was very high. Unit 5 was barely comprehensible but Unit 3 almost totally uncomprehensible. The primary difficulty centered on inaccuracies in the answers to exercises in the two units. Units 3 and 5 required significant revision. See Chart below.

Overall understanding of concepts	Excellent	Good	Adequate	Poor	Incomprehensibl
Unit 1 - Planning Objectives	6	8		1	
Unit 2 - Priorities and Numerical Preferences	7	5		3	
Unit 3 - Program Structure			1	7	4
Unit 4 - Performance Indicators	6	6	3		
Unit 5 - Use of Performance Indicators	1	7	4	3	

In general, the respondents were "very satisfied" with their two-week effort using the Beginning Implementation manual. This effort resulted in the construction of K-12 mathematics indicators of performance. They indicated that steps for indicator construction were clearly stated in the module and that ample time had been allotted for their completion. Furthermore, several members were pleased with the exchange of ideas between all the participants. They felt they had accomplished their goal of creating a product useful in evaluating district performance.

The quality control procedures and the item feasibility information were two aspects of the instructions which were found to be particularly helpful to the planning group. The group did not find the performance indicator diagram particularly helpful and used a format more familiar to them for recording items. The appendices of the manual were regarded as a valuable source of information in the future.

Attitudes and Motivations of District Planning and Classroom Staff

The District K-12 mathematics planning committee, which developed the performance indicators, acquired skills which few of them possessed to any degree prior to the use of the self-instructional manuals. They responded with a high degree of positiveness toward the process after having seen the end products which were developed. These committee members represent each of the fourteen schools in the District and they served as an important liaison with classroom teachers and the principal in all of the schools of the District.

The planning committee members were impressed that test (performance) items could be developed based upon the specific planning objectives which were outlined at each of the grade levels on the K-12 continuum which was developed. They began to see the importance of such a tool to feed back information directly to staff members.

The planning committee members met during the school year to review the results of the fall and spring administration of the performance indicators. Again a degree of positiveness permeated the review as members sought ways to analyze the data which was available.

During the summer of 1973, K-12 mathematics committee members conducted a full-scale review of specific items. This analysis resulted in a number of changes: (1) indicator items were deleted, altered, and added (2) content objectives were shifted from one grade level to another (3) suggestions were developed to assist classroom teachers to do a better job in meeting the stated objectives.

Performance indicators were also added to other grade levels during the second summer.

Classroom teachers who used the performance indicators have also been enthusiastic. They are able to determine class mastery of concepts in the fall and measure progress during the year. It is a tremendously valuable help to them as they determine how best to allocate the time available to specific areas of instruction. The mathematics planning committee members and Mr. Stewart, math-science coordinator, offered their individual assistance to the classroom teachers who needed their help. The teaching manuals which were developed as a part of the process also were utilized by the classroom teachers.

Provision is made through the spring administration of the performance indicators for the teacher to divide the class into three equal "achievement" groups (upper, middle, lower). In this way they can see how successful they have been within their own classrooms, teaching at the various levels. Classroom teachers reported this as a valuable tool.

Since the use of the performance indicators is voluntary, classroom teacher acceptance in using the performance indicators has been excellent. They report it is time-consuming to administer and score the results but yet

worthwhile with the feedback which is available to them. They support the anonymity which is used to protect the individual teacher. Individual classroom teachers see only their results and the total District results at that grade or subject level. Principals see total results for all classes in their buildings at each subject and grade level along with District results. The central office staff see only the District results.

In summary, planning committee members, classroom teachers, building principals, and central office staff report positive attitudes toward the use of the performance indicators within the District.

Growth Figures

The following chart depicts the participation by Neshaminy School District's staff over the two-year effort. The first year 5% of the district's teachers participated in the planning effort, which was in the mathematics curriculum area. The second year saw the spread to the area of Language Arts, with greater than 15% of the district's teachers involved. The faculties of every building were represented, including six grade levels from third through tenth grade.

Findings and Results to Date at the District, Building and Teacher Levels

Planning is something one feels the need for when a current problem has presented itself and the possibility for anticipating all of its aspects or collecting data for selecting an appropriate solution no longer exists. Though the effects of the time and resources one invests in planning today tend to surface much later, some benefits are immediate. The following

is a list of findings that have been recognized in the last year and a half by Neshaminy. Planning process difficulties or concerns are also listed for each of the three levels.

District Level

1. The instructional approach was found to be de-emphasizing basic rote mathematic skills well below the priority of that planning objective.

2. The Neshaminy Mathematics Curriculum Advisory Committee took the planning objectives developed as a result of this involvement and related them to the mathematics course of study outline which they had previously been working on. The documents they produced as a result of this additional work were:

   Preliminary Edition Course of Study for Pre-Algebra Mathematics and 7th and 8th grade Mathematics

   Algebra I

   Algebra II

   Algebra III

3. Content objectives were moved to more appropriate grade levels.

4. Suggestions were developed to assist teachers in carrying out difficult content objectives.

Planning Concerns

1. It is a time-consuming process to score individual tests and to transfer items to scoring sheets. Means are being explored to provide students with multiple choice answers.

2. It may not be necessary to test all students at each level or building each year. A monitoring system should be devised to focus on specific areas.

3. Materials duplication and distribution present a major problem. Extra staff (temporary) must be utilized to get the task accomplished quickly.

Building Level

1. High school students during the school year tended to forget the math that had been taught the previous year; that is, they did better on review items on the pre-indicator than on the post-indicator.

Planning Concerns

1. Building principals need to be informed of specific purposes on the use of the performance indicators. They need assistance in suggesting means to allocate resources (human and material) in remediating specific deficiencies which have been identified.

Teacher Level

1. Teachers saw the need to review the learning environment as well as dealing with individual student problems.

2. Teachers were spending too much time on review items previously taught.

3. Some traditional approaches used did not produce the necessary achievement. New approaches were developed to assist students in achieving a mastery of particularly difficult concepts.

Planning Concerns

1. Since the program is voluntary, there is the danger that the teacher who can most profit will choose not to participate.

2. Some teachers view the performance indicator as an individual diagnostic tool rather than a group instrument which it is.

SUMMARY

A planning process can be initiated by a district with minimal interference from outside personnel. The instructional materials developed by the Administering for Change Program of Research for Better-Schools, Inc. can be used to help structure the planning process, while leaving the initiative to the district.*

The Neshaminy School District has successfully initiated a planning system in two curriculum areas. Having spent two years in this effort, with minimal outside help, Neshaminy now owns a planning capability which can, if desired, be expanded into further grades and into further curriculum areas. The major problems with the planning system have involved scoring and production difficulties; minor changes are being made in the planning approach to solve these problems. The immediate response of Neshaminy School District staff at all levels to this new capability has been overwhelmingly positive. Various curriculum changes have already been instituted to bring what is actually taught more in line with district objectives.

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*The instructional materials are soon to be commercially available through Educational Technology Publications, Englewood Cliffs, N. J., 07632, under the title of Handbook of Comprehensive Planning. The target date for publication is September, 1974.

APPENDIX A

INSTRUCTIONAL OBJECTIVES

Manual 1 Project Manager's Manual

This manual is directed at the Project Manager. The specific objectives of the manual are:

1. To introduce the user to the beliefs and assumptions underlying Comprehensive Planning.
2. To make the user understand the role of the Project Manager in Comprehensive Planning.
3. To make the user aware of the supportive requirements for the Project Manager.
4. To present the user with the main tasks of Comprehensive Planning and the Project Manager's responsibilities in implementing each task.

Manual 2 Basic Skills and Concepts Manual

This manual is designed for use by a curriculum planning group. It is divided into six units. The objectives of the manual will be listed by unit.

Unit 1. Planning Objectives

Upon completion of this unit the user will be able to:

1. contrast and differentiate the relationship between planning objectives and other kinds of objectives, specifically--instructional objectives, behavioral objectives, and program objectives.
2. select and develop planning objectives.
3. recognize how planning objectives fit in with or relate to information obtained from other comprehensive planning subsystems.

Unit 2. Priorities and Preferences for Planning Objectives

Upon completion of this unit the user will be able to:

1. examine the notion that individuals who comprise a group generally provide differing preference assignments.
2. examine the relationship between priorities and preference assignments.
3. recognize the importance of preference assignments in the evaluation of a system's performance.
4. utilize two alternative methods for helping people to assign preferences to planning objectives.
5. recognize shortcomings of each of the two methods of assignment of preferences.

Unit 3. Program and Activity Structure

Upon completion of this unit the user will be able to:

1. identify alternative ways of developing a program structure.
2. determine and develop criteria that a school district can use to decide which program structure is suitable for their needs.

Units 4 and 5. Performance Indicators and their Use

Upon completion of these units the user will be able to:

1. identify alternative types of performance criteria.
2. compare the advantages of using performance indicators instead of other types of performance criteria.
3. construct performance indicators.
4. recognize how performance indicators fit in with or relate to information obtained from other comprehensive planning subsystems.

Manual 3 Beginning Implementation

This manual is also designed for use by the curriculum planning group. It is divided into two units which focus upon those activities which are necessary to introduce Indicators of Performance and Comprehensive Planning to a school district. The objectives for each unit are listed below.

Unit 1

The objectives of this unit are:

1. To suggest an organizational structure for the task-force so that they will be able to develop the performance indicators efficiently.

2. To provide guidelines and considerations for the development of assembled quality-controlled performance indicators and other related materials.

Unit 2

The objectives of this unit are:

1. To develop an implementation plan for the use of performance indicators in the coming year.

2. To develop a schedule which will make the implementation possible.

APPENDIX B

A SCHOOL DISTRICT'S CRITERIA FOR USING
INDICATORS OF PERFORMANCE

General Criteria

1. Willingness to establish a highly participatory decision-making activity; i.e., involving those who have information to contribute and those who will be responsible for implementing decisions that are made;

2. Have the expectation of using Indicators of Performance for a minimum of three years, assuming, of course, that the staff is willing;

3. Willingness to consider feasible alternatives to existing programs based on recommendations of teachers, principals, and other administrators which would result from the planning effort;

4. Willingness to commit an adequate budget for the effort;

5. Willingness to have all staff involved with Indicators of Performance to respond to RBS evaluation and monitoring forms so that the product may be improved.

Start Up and 1st Summer Considerations

1. Agreement to assign an individual to be responsible for the management of the planning process for the district. If the district elects to be involved in only one curriculum area, this individual may be a curriculum coordinator.

2. Agreement to identify and pay interested teachers and principals (8-15 per curriculum area) to complete a three day individualized introduction to basic skills and techniques. (It is possible to divide the three-day session into several parts.)

3. Agreement to allow those teachers and principals who completed the introductory session to develop performance indicators and teachers' manuals during a two-week session early in the summer.

4. Agreement to pay for the reproduction costs of printing performance indicators and teachers' manuals for use in the school districts in the coming school year.

1st School Year Considerations

1. Agreement to involve all teachers who elect to be involved in the coming school year.

2. Agreement to allow classroom teachers to maintain confidentiality of information. Principals receive summary information at the building level. The superintendent receives summary information at the district level.

3. It is suggested but not mandatory that the school district use a data processing service provided by Fidelity Optimation Services, Inc. Costs are summarized on the following page.

4. Agreement to be open to recommendations for change made by teachers and principals.

5. Agreement to revise and reproduce performance indicators and teachers' manuals for the coming year.

2nd Summer and School Year

1. Agreement to repeat the planning experience of the previous year and to allow teachers and principals to elect to participate.

2. Agreement to take action on any feasible recommendations for program improvement derived from the recommendations from the teachers and principals.

COST INFORMATION

Cost Related Activities in Chronological Order

Activity	Duration	Cost
I. Completion of introductory manual	3-4 days (end of school year - this activity may be divided into several sessions)	a. District personnel and supplies as needed to complete the task. (8-15 teachers per curriculum area) b. Appropriate manuals of Comprehensive Planning Instructional System.*
II. Development of Performance Indicators	2 weeks (during summer workshop)	See a and b under activity I *Each manual costs $5.00 The price of the total module is $15.00, e.g., (8-15 people = $85.00 - $155.00 per curriculum area)
III. Reproduction of Performance Indicators	Must be completed by end of summer (usually takes 3 weeks)	Reproduction costs for printing enough copies of Performance Indicators for pre and post usage for each participating student
IV. Administration, scoring and processing of Performance Indicators	Variable	a. District personnel as needed to complete the task. b. Less than 50¢ per student per year for both pre and post indicator processing if Fidelity Optimation Services, Inc. is used.** (There are other processing techniques available to the district)

**When the Neshaminy/RBS Letter of Intent was signed, prices were $1.00 per student for data processing.

APPENDIX C

THE NESHAMINY SCHOOL DISTRICT

A PROFILE

Total Population of District	60,000
Area (suburban, rural, industrial, urban)	Suburban
Ethnic Composition	Black 1%
	White 98%
	Other 1%
Type of School District (H.S. Unified)	
Grade Profile (8,4; 6,6; 4,4,4, etc.)	K-6,7-9,10-12
Student Population	13,500
School District Staff	
Central Office	28
Building Level	736
Total Budget for District	$ 18,013,800
Number of Buildings	
Elementary	10
Junior High Schools	3
High School	1

Dr. Joseph Ferderbar, Superintendent
Neshaminy School District
Langhorne, Pennsylvania

April 18, 1972

LETTER OF INTENT
NESHAMINY SCHOOL DISTRICT
AND
RESEARCH FOR BETTER SCHOOLS, INC.

The purpose of this letter is to document a joint arrangement between Neshaminy School District and Research for Better Schools for the use of Comprehensive Planning's instructional materials for developing performance indicators. This effort would start in May of 1972 and would at least continue through school year 72-73.

The items are as follows:

1. The general acceptance by both parties of the criteria for providing a school district with individualized self-instructional materials in Comprehensive Planning listed on the attached pages.
2. Neshaminy School District specifics
   a. to develop performance indicators in mathematics from kindergarten through twelfth grade.
   b. to use these indicators in at least 2 classes per grade level in the district.
   c. to train staff in modules 1 and 2 of Comprehensive Planning which would involve 1 week activities prior to the close of school and 2 weeks during the summer.
   d. to take responsibility for covering the costs of the project except as enumerated under RBS section.
   e. to provide information to assist Research for Better Schools to evaluate its product.

3. Research for Better Schools specifics

   a. to provide all self-instructional materials and any assistance that may be necessary to supplement the materials.

   b. to collect information necessary for evaluating effectiveness of material.

   c. to pay $500 toward Neshaminy School District's costs and to cover the data processing costs of scoring the indicators for up to 1500 students in the event that time limitations and other constraints make it infeasible for the district to incorporate this capability on their data processing system.

NESHAMINY SCHOOL DISTRICT

BY:_____
(DATE)

TITLE:_____

RESEARCH FOR BETTER SCHOOLS, INC.

BY:_____
(DATE)

TITLE:_____